Level 4 cont'd

3. Yesterday and Today in the U.S.A. by Anna Harris Live
Prentice-Hall $11.95
Focus: reading/U.S. History,
Short, sense passages about events or institutions (e.g. Quahers, education) from past and present U.S. Exercises for each unit include comprehension and discussion questions, pronunciation, word development, and idioms.
Teacher's manual free.

4. Coming to America by Bruce Coleman and Josephine Hileman
Newbury House Publishers Inc. 1981 $3.00
Focus: reading and writing
Personal impressions of immigrants to the U.S. from a variety of countries; stories, but not exercises could be used by Level 2 students as a basis for discussion or writing.

5. Conversation in English: Points of Departure Second Edition by Julie Dobson and Frank Sedwick
Heinle and Heinle Publ. Co. Inc. 1981(??)
Focus: vocabulary/conversation/not survival, but everyday, topics
Each unit, complete on 2 pages, includes a drawing, a long vocabulary list, two series of questions (one to interpret the drawing, one to go beyond), and topics for oral or written composition. Teacher's guide at beginning explains techniques & goes through a sample lesson.
A challenging book - no answers are given anywhere.

6. Essential Idioms in English by Robert J. Dixon
Regents, 1971 $4.25
Focus: idioms
Each lesson presents 12 idioms or 2 word verbs (e.g. try on, turn down) defined and used in examples, followed by two exercises for practice.
Boring to teach, but students like it.

7. Idiom Drills by George P. McCallum
Thomas Y. Crowell Co., 1970
Focus: idioms
Each "drill" or lesson covers six idioms, used in a dialogue, defined, in a substitution drill, and a homework exercise. Indexed.

Speaking Up at Work
at Intl. Inst. 1694 Como Ave.
St. Paul, MN 55108

Level 3: (mid) cont'd

2. Everyday English 2A & 2B by Linda Schuer
The Alemany Press, 1980 $4.50 (SB)
Focus: conversation, grammar, survival topics
Short conversation models, short readings, short grammar exercises. Gives examples of what to say to friends, employees, landlords, doctors, etc.

3. Lifelines 2 - Coping Skills in English by Barbara Foley & Howard Poman
Regents Publishings Co., 1982: $4.75
Focus: practical conversation/survival topics
Very useful conversational exchanges and variations for dealing with people in stores, banks, restaurants, hospitals, etc, and for making friends. Lots of useful exercises to practice in a variety of ways.

4. The New Arrival Book 2 by Laurie Kuntz
The Alemany Press, 1982; $5.50
Focus: reading
A story of a Lao man's new life in the U.S. (Boston), including shopping, looking for and finding a job, meeting new friends, going to school. Vocabulary lists and exercises, comprehension questions, some grammar practice and free expression exercises for each lesson.

Level 3 (high)

1. Adult Reading: Comprehension (Level A) by
Scott, Forsman & Co., 1982 $2.25 each
Focus:
Series includes four books - People, Cultures, Coping, Messages - at each of 6 levels.

2. Side by Side Student Book 2a, 2b by Steven J. Molinsky and Bill Bliss
Prentice Hall; 1981 $3.95 (SB) 4.25 (TM)
Focus: grammar/conversation
A classroom grammar book which puts structural patterns to use in useful dialogues. The lessons are sequenced, so should be used in order; practice is designed for student-student pairs, so should be used in a classroom.

Level 4

1. A Dictionary of American Idioms
Barron's Educational Series, 1975. $9.00
Focus: idioms (in dictionary form)
A reference book for teachers or students who can already recognize idioms, not a teaching book. For each idiom listed, there is a definition and several examples with a non-idiomative explanation of each. Idioms are cross referred and labeled for usage (story, informal, regional, etc.)

2. Adult English Two by John Chapman,
Prentice Hall, 1978 $7.50
Focus: grammar/pictures, reading passages and exercises; uses grammatical terms in lesson.

3. American Kernel Lesson by O'Neill,et al/ Longman, 1978 $6.00
Focus: 25 episodes of "The Man Who Escaped"
Uses questions for comprehension, grammar, and composition. Grammar corresponds to Adult English 1 and 2.

Level 3 (low)

1. Everyday English-Book 1 by Linda Schuer
The Alemany Press, 1980 $5.50 (SB)
Focus: conversation/grammar/survival topics
Short conversation models, short readings, short grammar exercises. Gives examples of what to say to friends, employees, landlords, doctors, etc.

2. Lifelines I by Barbara Foley & Howard Poman
Regents Publishing Co., 1982 $4.25
Focus: practical conversation/survival topics
Very useful conversational exchanges and variations for dealing with people in stores, banks, restaurants, hospitals, etc., and for making friends. Lots of useful exercises to practice in a variety of ways.

3. Lifeskills 1 by Judy Defilippo and Michael Walker
Addison-Wesley Co. 1982, $4.75
Focus: survival topics/reading & writing
Writing questions, answers fill in the blanks. Small pictures; some exercises confusing.

4. Modulearn Lessons 1-20,
Delta Systems Inc., 1979 $3.00 (SB)
Focus: conversation, grammar, pronunciation
Complex lesson plans using model dialogue, and responses, visuals.

5. New Horizons in English I and 2 by Lars Melgren and Michael Walker
Addison-Wesley 1973 $3.00 (SB) 3.99 (TM)
Focus: conversation and grammar
Chapters are well sequenced with grammar and conversational objectives.

6. Side by Side 1a, 1b by Steven J. Molinsky and Bill Bliss
Prentice Hall, 1981; $3.95 (SB) 4.25 (TM)
Focus: grammar/conversation
A classroom grammar book which puts structural patterns to use in useful dialogues. The lessons are sequenced, so should be used in order; practice is designed for student-student pairs, so should be used in a classroom.

7. The New Arrival Book 1 by Laurie Kuntz
The Alemany Press, 1982; $5.50
Focus: reading
A story of a Lao man's escape from Laos and his life in the refugee camp. Vocabulary lists, comprehension questions, and grammar exercises for each lesson.

Level 3: (mid)

1. A Conversation Book: English in Everyday Life Book I by Tina Kasloff Cover and Sandra Douglas Folinos
Prentice Hall Inc., 1977; $8.95
Focus: conversation/survival topics
A good reference book from which to pick and choose for vocabulary development and conversation starters. Uses a variety of techniques; topics include personal information, jobs, health, leisure time, weather, shopping, etc. Can be used one to one or in small groups. Student book only.

RECOMMENDED ESL TEXTS

NOTE: These are selected books used by professional and volunteer ESL programs. It is by no means complete. Whenever possible the latest book price has been listed by student book (SB) and Teacher's Manual (TM) if appropriate.

Level 2 (low)

1. Entry to English by Kathleen Kelley Beal, Steck Vaughn Co., 1982 $3.00
   Focus: writing readiness
   Formation of numbers and number concepts; formation of upper and lower case print letters (no language).

2. First Steps in Reading and Writing by Jack Wigfield
   Newbury House, 1982. $4.50
   Focus: beginning literacy
   Begins with a lengthy description of how to use the author's approach to literacy. Each lesson is complete in 2 pages and unsequenced so if students are absent they can learn when they attend. Each lesson includes a dialogue for reading, practical words in block print (eg., walk, up), letter formation, sound-symbol relationship, a short note to read and space to copy it, a free expression section, and a dictation. Answers and suggestions for drill are in the back. Can be used with one, ten, or sixty students.

3. Passage to ESL Literacy by Dianne M. Longfield
   Delta System, Inc. 1981, $4.00 SB
   Focus: beginning literacy
   Exercises include: matching shapes, letters, copying, sound-symbol associations, fill in the blanks, following textbook directions; writing name, address, etc., are reviewed throughout (part III of 4 correlated to Modulearn lessons 1-10; not much language).

Level 2 (mid)

1. 500 Words to Grow On by Harry McNaugh
   Random House, Inc. 1973; $1.25
   Focus: vocabulary
   Nouns and colors; arranged by topics; pictures and scenes.

2. I Want to Speak English by the International Institute of Minnesota
   Jan. 1982; $3.00 (SB) 8.00 (TM)
   Focus: conversation/survival topics
   Drawings of single words and situations to stimulate conversation without interference from print; people in drawings are Asian; some writing exercises included. Instructors guide gives objectives, activities, 4 suggested language for each page.

3. My Pictionary by Marion Monroe & Andrew Schiller,
   Scott Forsman, 1982.
   Focus: vocabulary
   Nouns, verbs, colors, numbers, prepositions, adjectives; indexed; all single pictures (6 of the 96 pages are storybook characters).

4. The Story of Hli by Ava Dale Johnson
   International Institute of Minnesota, 1981. $.50
   Focus: reading
   A story of a pregnant woman (about 150 words total); large print, larger drawings.

B. Reading/Writing

a. Do some sight word recognition.

b. Give students question/answer worksheet.

Example:
1. What do you have? _____ (room, apartment, etc.)
2. What do you want? _____
3. Do you have a house near a school? _____
4. Do you have a house near a market? _____

c. Homework - Assign page (12)4. Other options:

1. Copying words or simple sentences
2. Fill in the blanks
3. Question/answer exercise
4. Composition on student's home

C. Cultural Information

a. Talk about homes in the U.S. and costs, how many people usually live in different types, the difference between urban/rural homes, etc. Discuss types of homes in student's native country and compare, if possible.

b. Tutor sets up situations to contrast concepts of "have" and "want"

1. T: (holding an orange or other object)
   I have an orange. Do you want an orange?
   (holding out another orange for the student.)
2. T: (holding a pen)
   I have a pen.
   I have a pencil.

c. Repetition drill

T: I have a pen.

S: I have a pen.

d. Answer drill

T: What do you have?

S: I have a pen.

T: What do you want?

S: I want a pencil.

e. Tutor gives students some objects (pictures) and keeps some others, cues student to practice - "I have a/n _____. I want a/n _____" using objects.

f. Tutor uses book exercises for further practice.

Dialogue

a. Tutor draws or shows a picture of two houses or apartments, one near a school, demonstrates the meaning of "near".

b. Tutor presents and practices dialogue (12) with student.

c. Tutor uses book exercises for additional practice.

d. Tutor tells about his/her home, asks student about his/hers and discusses why you would want a home near a school, market, etc.

English as a Second Language: A New Approach for the 21st Century (Modulearn)

Lesson (12) 1-3 (The pages of Lesson 12 are in the back pocket of the folder.)

Objective: The student will learn the names of some types of homes. The student will learn to discuss these types of homes using "have/want" and "near".

I. Greeting

II. Quick review of previously taught material: (11)
- A. Telephone numbers
- B. Common sicknesses

III. Present new material
- A. Listening/speaking

Vocabulary

a. Tutor shows pictures and models "a room", "an apartment", "a house", also explaining the differences in them, i.e. a room has no kitchen, a common bathroom, an apartment is for one family and is in a building with other apartments; a house is for one family. Use Listening Comprehension exercise ("Point to...")

b. Tutor uses repetition drill

T: This is a room

S: This is a room

c. Tutor uses question drill

T: What's this?

S: It's a room.

d. Tutor models

T: I have an apartment. What do you have?

S: I have a house.

(Tutor can give student pictures of all types and have student repeat above.)

Grammar

a. Tutor reviews the use of "a" with words beginning with a consonant. "an" with words beginning with a vowel.

FOLLOW-UP LESSON PLAN
MID-LEVEL I

Objective: To teach the possessive adjectives "his" and "her" and to reinforce "my" and "your"; to teach more names of winter clothing and reinforce those previously taught. To reinforce body parts, colors, plurals, and other previously taught material.

(It is assumed that the student has been taught body parts, simple prepositions, and what and where questions, simple present of "to be")

I. Greeting

II. Quick review of previously taught material
- A. Personal Information
- B. Body parts
- C. Check homework
- D. Review last lesson's content

III. Present new material
- A. Listening/Speaking

Vocabulary
- a. Tutor points to objects and models "socks", "boots", "mittens" emphasizing plural 's'.
  Student repeats.
- b. Repetition drill
  Tutor: These are socks
- c. Answer drill (using new and old vocab.)
  Tutor: What's this? Tutor: What are these?
  Student: It's a hat. Student: They're socks.

Grammar
- a. Tutor uses same methods as last lesson to teach "his/her"

Activities
- a. Tutor draws or shows a body model and asks student to match clothing with body part.
  Tutor: Where do mittens go?
  Student: On the hands.

Dialogue
- a. Are these your boots?
- b. No, they're his boots.
- a. What color are his boots.
- b. His boots are black.

- B. Reading/Writing
  - a. Tutor uses reading/writing activities described in last lesson.

- C. Cultural Information
  - a. Tutor shows student examples of different clothing material, i.e. nylon, cotton, wool socks, and explains which is warmer.

B. Reading/Writing
   a. Do some sight word recognition.
   b. Give student labels and have him/her label clothing. (You will probably have taught much more than the three words I used.)
   c. Homework examples
      1. Copying words or simple sentences.
      2. Matching exercises.
      3. Fill in the blank.

It is always appropriate to include games in here. Some examples that we have used are: clothing bingo, what's missing, concentration, hangman, etc. It is easy to play with a group but not always fun with two people. Be creative.

C. Cultural Information
   a. Show student how to dress in layers for cold weather. You can plan a trip to the store if the student or family members don't have appropriate clothing.

SAMPLE LESSON PLAN
MID-LEVEL I

Objective: To teach the possessive adjectives "my" and "your", to reinforce colors and other previously taught material, to teach names of and impart information about winter clothes.

(It is assumed that the student has been taught simple affirmative, negative and interrogative structures, colors and other vocabulary, "What's this? This is a ..." "What color..." etc.)

I. Greeting (It is fun to learn this in the student's language too.)

II. Quick review of previously taught material
- A. Commands (stand up, open the door, etc.)
- B. Vocabulary (point to objects, pictures, sight words).
- C. Check homework.

III. Present new material
- A. Listening/Speaking

Vocabulary
- a. Tutor points to objects and models "a coat" "a hat" "a scarf"
  Student repeats.
  (Remember to speak naturally.)
  Keep at it until you can point to the object without saying the name and student can name it.
- b. Tutor: This is a coat.
  Student repeats. Continue in repetition drill.
- c. Listening comprehension
  Tutor: Show me/point to/pick up the hat, etc.

Grammar
- a. Tutor gestures for student to listen and not speak.
  Tutor (point to own clothes)
  This is my hat/coat/scarf.
  (pointing to student's clothes)
  This is not my hat/coat/scarf.
  This is your hat/coat/scarf.
- b. Repetition Drill (Tutor models, student repeats exactly.)
- c. Substitution Drill
  T: This is your hat.
  S: This is your hat.
  T: Coat
  S: This is your coat, etc.

Reinforcement through pictures
"What's this?" "It's a coat." "What color is it?"
"Is it your coat?" "What color is your coat?" etc.

Dialogue
- a. Is this your coat?
- b. No, it isn't (or is not, but contraction is better)
- a. What color is your coat?
- b. My coat is green.

(Model with a picture, stick figures, puppets.)

The Student Record Folder

Why Keep a Record Folder

1. You can prepare your next lesson more easily because the notes will remind you of:
   - --sections not covered
   - --parts which were difficult for your student
   - --ideas for reinforcement you thought of while teaching
   - --goals of your student

2. You can note your student's progress

3. Notes are helpful if a substitute must teach

What to Put in The Record

1. Needed or helpful personal information about the student

2. Date and length of each session

3. Progress in each session. You may make notes relative to:
   - --homework
   - --reviews
   - --vocabulary
   - --sentence structuring
   - --pronunciation
   - --reading, writing, spelling

4. Recommendations for the next session such as:
   - --review needed
   - --where to start
   - --what to cover
   - --reinforcement ideas
   - --student's special needs

B. Using a text effectively
   1. Try to keep books closed for the first part of the lesson.
   2. Teach new structure and vocabulary orally. (Try to use drills and dialogues that will make a smooth transition to the material in the book).
   3. Be sure you are familiar with the format of the book and know how many pages you wish to cover in class.
   4. Oral reading is useful for checking, decoding and pronunciation but plan on giving your student something to read silently.
   5. Skip anything that you find unnecessary or confusing (e.g. intonation drills).
   6. Always try to assign homework.
   7. Discourage your student from working ahead in the book.
   8. Check any work done in the book.

V. Materials

A. Pocket chart and matching sets
B. Plenty of pictures arranged in themes (food clothes)
C. Realia (coins and bills, paper doll clothes, clocks)
D. Packets of sight words (ready to use)

VI. Evaluation

At the end of your lesson, determine whether or not your student has met the objective. If not, re-evaluate the lesson: was it too ambitious? Clearly presented? Perhaps you can reintroduce the same material in a different way. Be flexible.

2. Use small mirrors to help the student model the sound.
3. Explain any new words after the pronunciation exercise.
4. Use minimal pairs to help isolate and practice problem sounds.

III. Methods for developing literacy skills
   A. Teaching sight words
      1. Introduce sight words for orally learned vocabulary.
      2. Present a learned sight word in an orally learned phrase.
         a. Student repeats phrase orally
         b. Teacher reads phrase word by word
         c. Student reads phrase
      3. When your student can read the phrase, refocus on individual words. Using a pocket chart, have student substitute vocabulary words, complete a sentence, or put word cards in correct order.

   B. Teaching your student to decode
      1. Once the student has a good vocabulary of sight words, concentrate on initial consonant sounds.
         a. give your student a card with a letter on it.
         b. have him/her hold up the card when you say a word beginning with the consonant sound.
         c. be sure to use learned vocabulary first; then try some words your student does not know.
      2. Start a simple dictionary of learned words. Have your student add new words to the appropriate page.
      3. Do a minimal pair exercise to help your student hear the difference between consonant or vowel sounds.
      4. When your student can sound out learned vocabulary words, substitute different words and have your student decode them.
      5. It is preferable to give your student rudimentary reading skills before going into a text book. If you feel more comfortable with a book, use it as a back up for oral work. Remember - ORAL FIRST, sight word and then decoding.
      6. Use the experience story as a way to build a sight word vocabulary.
      7. You can help your student develop motor skills by giving him or her a circle or line exercise to copy.

IV. Teaching with a text

   A. Planning your lesson
      1. Look carefully over the material you wish to cover in the book.
      2. Plan to use the book as reinforcement.
      3. Collect pictures and realia that will help present the new material.
      4. Follow the same lesson outline as for pre-book teaching.
         a. Review old material
         b. Present new material-oral
         c. Reinforce new material-reading & writing
         d. Activity for "real" language use

TIPS FOR ESL TUTORS

Ellen Vaut, International Institute of Minnesota

I. Planning your lesson

A. Have a clear objective
1. Base your lesson around a particular grammar structure and vocabulary in your lesson content area.
2. Sequence your lesson and build in success
a. Review old material
This starts the lesson on an upbeat.
b. Present new material
- not too much at a time.
- if the student seems frustrated, use a new tactic or leave it and do something to break the tension.
- be sure your student can use the new material adequately before you move on.
c. Reinforce new material
- use new material in various exercises.
- always begin with listening/speaking before literacy skills. Work up to it.

B. Getting Started
1. Teach vocabulary through visual aids (pen, pencil).
2. Expand to a simple phrase (This is a pencil).
3. Thereafter, teach new words in the known pattern.
4. Model carefully:
- don't talk too loudly - don't speak too slowly
- don't over enunciate - don't exaggerate stress
5. Use gestures you feel are natural to communicate "listen", "don't repeat", "repeat", and dialogue modelling.

II. Listening/Speaking Skills

A. Develop listening skills
1. Use gestures for student to listen, not repeat. Then teach simple directives (stand up, sit down) as your student responds.
2. Teach the command orally and have the student give you or another the same directive.
3. Teach simple directions (turn right, left)
4. Reinforce prepositions by directing the student to "Put the pencil under/in/on the table".
5. Teach "yes/no" questions and responses ("Do you like coffee?")

B. From repetition to response - dialogue
1. Use pictures, puppets, another person or a photo to get across the idea of a dialogue.
2. Review steps in a dialogue.
3. Add on to your dialogue as you teach new material.
4. Use backward build-up for longer phrases.

C. Pronunciation

1. Insist on reasonable pronunciation of simple words. Don't force the issue until your student has some good examples in his/her vocabulary.

2. Speed Writing

Procedure:
1. For copy level students, you can put a list on the board. Higher students should write from memory.
2. Ask your student to write the alphabet, the days of the week, numbers - 50, etc. (one at a time, of course.)
3. Give them 30 seconds to 1 minute to do this, depending on level. Check accuracy.
4. Do a second time and compare accuracies.

This is a fun game but should also improve motor ability, and speed up copy time.

EXPERIENCE STORY DEVELOPMENT: AN EXAMPLE

I. Elicit student experience.

Teacher: Kham, what do you do on Saturday?
Kham: Go shopping.
Teacher: What do you buy?
Kham: I buy chicken, buy beef, eggs, apples, orange juice.
Teacher: Do you buy milk?
Kham: Yes, I do.
Teacher: Do you like milk?
Kham: No, I don't. My children like milk.

II. Write story. (Print if student can't read cursive or type.)

Kham goes shopping on Saturday. She buys chicken, beef and eggs. She buys apples, orange juice, and milk, too. Kham doesn't like milk. Her children like milk.

III. The teacher, then student read the story aloud.

IV. Ask questions orally about the story. (Especially if there is more than one student.)

Yes/no questions:
Does Kham go shopping on Monday?
Does she buy chicken?
Does she buy apple juice?
Does she buy milk?
Does she like milk?
Do her chileren like milk?

V. Choose key words with the student, write on flash cards and practice with the student.

VI. Fill-in Exercises.

Kham _____ shopping on _____, She buys _____, beef _____, eggs. _____ buys apples, orange juice and milk, _____. Kham _____ like milk. Her children _____ like milk.

(VII. Have student write answers to questions in part IV.)

5. Absurd Word Exercise

Purpose: to test reading comprehension

Procedure:
1. Use an unfamiliar but clear text.
2. Substitute an absurd word for a word in the story.
3. Have your student read the story and locate the word that doesn't fit. You can time this for advanced students.

Example: Last night there was a robbery on the special train in which a governmental official was traveling to speak at the Paris conference on European trade. It happened while everyone was asleep, and even the police did not notice anything unusual until eight o'clock next morning. Fortunately the chicken coop containing the official papers was not stolen.

6. Finish the Story

Purpose: to test comprehension and foster enthusiasm for reading.

Procedure: Write a part one of a story (romances and mysteries are great) and have your student suggest an end. You can write it together or have him/her write it.

7. Silent Reading

Purpose: to encourage your student to read for his/her enjoyment and enlightenment and not just as a mechanical exercise.

Procedure: Bring some simple reading materials (written by you?) to your class. Allow your student time to read or leave the materials between lessons. While your student is reading you can read too and be available to help with vocabulary.

WRITING TECHNIQUES

In ESL, writing is the last skill to develop. Students learn the mechanics of writing fairly early, but putting thoughts down meaningfully is much harder than learning to understand, speak or read them. Most student will learn writing by answering questions. This is a good skill to perfect because, for many of them, filling out forms will be the major portion of the writing they are required to do. The following are some ideas for helping students to control their writing better.

1. Disappearing Word

Procedure:
1. Teach sight words.
2. Have student copy sight words.
3. Choose one word and write it on the board. Have student copy. (e.g. bird).
4. Then write "bir-". The student copies filling in the missing letter.
5. Continue to ----. With lower students, this will help foster more careful spelling habits.

SUPPLEMENTARY AND ADVANCED READING TECHNIQUES

Ellen Vaut, International Institute of Minnesota

1. Retention Exercise

   Purpose: to improve student retention of printed material.

   Procedure:
   1. Write a word on the board (have students keep pencils on the table.
   2. Give students a chance to read and spell the word (5 - 10 seconds).
   3. Erase word and tell students to write the word on a piece of paper.

   This exercise becomes a sort of game, but the challenge is there and you will notice your students improve their retention rate. For more advanced students, write a list of words.

2. Categorizing

   Purpose: to reinforce the meaning of words by grouping them with similar words.

   Procedure:
   1. Make some sight words that fall into several categories (e.g. body parts, rooms, meat, vegetables, etc.)
   2. Put the headings of each category around the room or the table.
   3. Give the student(s) the mixed up category sight words and have them put them under the appropriate heading.

   This is a reinforcement exercise and a very useful preparation for reading for meaning.

3. Story-Picture Match

   Purpose: to test reading comprehension.

   Procedure:
   1. Write some paragraphs telling a brief story (4-5).
   2. Draw a simple but clear picture to illustrate the stories.
   3. Have the students read the stories and match them to the pictures.

   For more advanced students, change a subtle element to add to the challenge.

4. Cloze Exercise

   Purpose: to test reading comprehension and vocabulary useage.

   Procedure:
   1. Copy a familiar text for lower students or a new but clear text for more advanced students.
   2. Omit key words (or every 7th word).
   3. Make a list of the missing words and have students fill in the blanks with the appropriate word.

   Example: dog mailman woman letter

   One day a _____ was taking her ____ for a walk. She saw the _____. He had a _____ for her. When he gave the letter to her, her _____ bit him. Poor _____!

HOW TO EVALUATE PRINTED ABE MATERIALS

The following are some points to consider when choosing or creating teaching materials to use with undereducated adults--whether illiterate refugees or native-born Americans. Look for--

Short sentences. Sentences should range in length from ten to fifteen words. The structure of a sentence should be simple: subject, verb, predicate, in that order.

Few dependent clauses. There should be a minimum of dependent clauses and compound sentences. However, the undereducated adult grasps the compound sentence more readily than a sentence with which, that or because clauses.

Strong verbs. Strong verbs usually make prose vital and interesting. Avoid variations of the the verb to be. Avoid the past tense, if possible. The undereducated adult tends to live more in the present; the past drops out of sight.

No contractions or dialect. The student who recognizes the word does may boggle at the word doesn't. Dialect is most difficult for these students.

No hard words. Hard words can usually be identified by the number of prefixes and suffixes. Generally the word with several of these additions presents a generalized concept, rather than the hard visual reality of house or bus. The affix-ornamented word is a built-up word. Its central meaning is buried in a core surrounded by a shell of affixes.

Conversational style. Since speech is the one form of language the student uses reasonably well, the reading matter set before him or her should be closer to speech than to non-oral prose. Newspaper English, for example, is far from being "speech" English.

Few conjunctions. The student has difficulty with such words as if, because and therefore, which require mental leaps backwards and forwards. For example, when the word therefore appears, he or she must somehow bring to the front of his or her mind a previous idea in an earlier sentence. Because the mental hurdle is too high the student gives up. He or she can manage time words, such as then and when, but there should not be too many of those.

Lots of personal references. As a rough measure, copy becomes readable if it contains eight to ten personal references (pronouns, names, father, mother) per hundred words. But pronouns should be placed close to the nouns to which they refer to or the reader will be confused. Research clearly indicates that personal references humanize a text. These students do not think in abstract terms; therefore, the generous use of personal references does more than almost any other factor to make text readable.

Reader involvement. Material that poses questions, that pulls the reader into the act, succeeds. Easy quizzes, one at which the student can succeed, are to be treasured. In one class for slow learners, tests were developed which permitted the students to achieve scores of 100%. The tests were about TV personalities, advertising catch-lines, other facts well-known to the group.

TEACHING ILLITERATE REFUGEES

The following tips for teaching illiterate refugees apply also to illiterate arrivals from other countries, such as Cuba or Haiti. These techniques are selected from Teaching ESL to Illiterate Adults, published by the Center for Applied Linguistics, 3520 Prospect St., N.W., Washington, D.C. 20007.

SOME THINGS TO DO -- AND NOT DO

- Do not use materials designed for English-speaking illiterates (such as remedial reading texts or first language literacy materials), without adapting them to your very specialized students.

- Before giving any kind of literacy training, your students must have some instruction in speaking English--even if it is a simply conversational exchange. Without this knowledge, the letters or words you try to teach them to read or write will have no meaning.

- While teaching some spoken English, it may be useful to introduce some pre-reading skills--such as teaching a left to right approach, matching shapes, differentiating shapes, or even something as basic as the right way to hold a pencil.

- Two major approaches to the teaching of literacy are the "whole word" method and the phonics method. A combination of the two approaches (instead of just one) has appeared to work quite successfully with the adult refugee learner.

- Give students a chance to use a newly learned word at least 7 to 10 times.

- Don't worry if your student doesn't have exact understanding.

- Don't insist on perfect pronunciation. A good and understandable approximation is fine.

- Encourage your students to practice English outside of class--to listen to the radio, watch television (news programs are good), and look for words he or she knows in street and store signs.

- Refrain from asking too many personal questions, no matter how much you want to know where a student is from, why he or she came to this country, and so on.

- Take a genuine interest in your student's country and particularly in his or her culture, attitudes, approach to life, customs. Your interest, understanding and acceptance will mean a great deal to the student.

- Learn to pronounce each student's name as he or she pronounces it, and be patient while he or she learns yours.

- Always work to meet your students' immediate needs in English. For example, what basic words should they know for their jobs, for keeping house, marketing, taking public transportation, paying bills?

SAMPLE MINIMAL PAIRS EXERCISE

Sheryl Holt

Practice the sample exercises with a partner using the process of HEARING-IDENTIFY-PRODUCE. Practice first the methods demonstrated in the workshop. Below are some additional exercises to practice also if you have more time.

1	2
pin	pill
main	mail
dean	deal
fine	file
bin	bill

a coin	a coil
a copper coin	a copper coil
It's a copper coin	It's a copper coil
You can dine for a few dollars.	You can dial for a few dollars.
We bought some cane at the store.	We bought some kale at the store.
Did she call him?	Did she con him?

1. You'd be a fool not to sign the deal.
2. Did the mailman deliver the telephone bill?
3. Don bought a doll for Gail.
4. You look pale. Are you in pain?

ADDITIONAL EXERCISES TO PRACTICE: Here are some other exercises to go along with those demonstrated in the workshop, to practice with identifying and producing. The instructions are given for literate students, but oral instructions and verbal reponses can also be given.

Identify: Number your paper from 1-6. I will say two words, you write "same" if the words are the same, and write "different" if the words are not the same.

1. spin-spill
2. wheel-wheel
3. bin-bin
4. well-when
5. fin-fill
6. gain-gain

Identify: Number your paper from 1-8. Listen to the words and write "l" if the word ends in l. Write "n" if the word ends with n.

1. coin
2. win
3. will
4. full
5. full
6. grin
7. fool
8. sun

Identify: I will have two pictures. Follow the instructions for the pictures.

Point to the coin.	Put the coin on the book.
Point to the coil.	Put the coin under the book.
Point to the cord.	Put the coil in the book.
Point to the coin.	Put the coil beside the book.

Production: The above exercise can be used as production if one of the students give the instructions to the other student(ε).

Production: Number your paper from 1-8. Repeat the following sentences after me. If the last word ends with "l", write l, if it ends with "n", write n.

1. This isn't a good coin.
2. This isn't a good coil.
3. This dollar is for Gail.
4. This dollar is for gain.
5. Here's where you can dial.
6. Here's where you can dine.
7. Where is the pin?
8. Where is the pill?

MINIMAL PAIRS

English sounds which do not occur in a student's native language or which pattern differently in the native language, are likely to cause pronunciation problems for an ESL student. An effective way of overcoming such problems is the utilization of a minimal pair exercise. Minimal pairs are two words which differ by one one sound, such as ship - sheep, luck - lock, and big - pig.

A minimal pair exercise can be used to help the student 1) distinguish the problem sound from other sounds and 2) practice correct pronunciation of the problem sound. The following steps should be taken when designing and implementing a minimal pair activity.

1. Identify a sound that the student has trouble hearing and pronouncing, and notice the sound that is usually substituted.

2. Develop two lists of words that contrast the problem sound with the substituted sound. Include the sound in initial, medial and final position, if possible. Select words that have one or two syllables and do not contain additional difficulties.

3. Pronounce the words in each list one at a time with the student repeating each word after you.

4. Pronounce the words in pairs and have the student repeat each pair. Falling intonation should be used with both words of a pair so that only the sound being practiced will be in contrast.

It is important for the teacher to know why the sound is difficult for the students and be able to tell them and show them how to produce the sound correctly.

If the student cannot read, representing pronunciation difficulties can be made, such as "tree" and "three", "tea" and "teeth", etc..

List of Special Pronunciation Problems

Adapted by Vincent Fausto, from Pronunciation Drills

ALL STUDENTS:

vowel sounds; stress and intonation
r sound - rip, tar, very, borrow
th (unvoiced) - thumb, bathtub, tooth
th (voiced) - this, that, mother, weather, bathe

MOST STUDENTS:

s (voiced) - rose, maze, buzz, razor, cousin, eyes
s (unvoiced) - so, sun, glass
t/d - time, letter, bat; dime, ladder, bad
w/v - wine, sandwich; vine, invalid, stove
j/y - Jew, jet, joke, judge; you, yet, yoke
sh/ts - shoe, sugar, shell, cash; plurals cats; 3rd person sing, lets
l/r - lice, jelly, bell; rice, very, car
initial and final clusters, blew, blow, skin, desk, fourth, etc.
Words of more than one syllable

ASIAN STUDENTS:

Initial, medial and final l/r confusion (see most students)
l/r cluster confusion

flour	glad	blow	etc.
friend	grass	bread	

final clusters especially (ks) box; (kt) act

CHINESE STUDENTS:

all the vowels
b - bed, table, tub
d - duck, ladder, bed
g - goat, wagon, dog
v - very, eleven, stove
th (unvoiced and voiced) (see all students)
all final consonants except pin and ring
h/sh - hat, birdhouse; shop, seashell, dish
sh/ts (see most students)
y/z - you, barnyard, zebra, rose, eyes

POLISH STUDENTS:

long vowels; diphthongs
w - window, wall, awake
l - lamp, jelly, bell
final w/l - window, widow; bell, call
g/k - go, wagon, dog; cat, basket, book
Vowel sound but, hundred, love, does

SPANISH STUDENTS:

e/ay - red, head; hate, wait, ray, break
i/ee - ship, live, slip, hit; sheep, leave, heat
pull/but - good, wolf, would; cup love
b/v - bed, table, stab; very, invalid, evil, stove
s/sh/ts - bus, dish, cats
s/z - seal, rice, price; zeal, rise, prize
Final voiced consonants and blends - b, d, g, ng, m, n, etc.

OTHER RESOURCES:

Pronunciation Contrasts in English, Regents Publ. Co., Inc., 1973
Nilsen and Nilsen

English Pronunciation Exercises for Japanese Students, Regents Publ. Co., 1974
Harriette Gordon Grate

Teaching English Pronunciation to Vietnamese, ED 125304
ERIC Documentation Reproduction Service

dialogue into strips and mix them up.

Procedure:
1. If you have more than one student, divide the strips between them or put them on a table in the middle of the group.
2. Tell the students to put them in order. You may have to demonstrate a bit to get the ball rolling.
3. Let the students do the work. Act as facilitator only when when.
4. Go over the finished product and point out non sequitors, etc.
5. If you have enough students, you can have a race.

*D. Role-Play

Objective: to make language real by applying it to possible situations the student may encounter.

Materials: imagination, ad lib-ability and a sense of humor.

Description: This is the next step after you have done a dialogue or learned vocabulary for shopping, job interviews, the bank, etc. Try to change the tone of your lesson by using different chairs, a desk and interviewee chair, a check-out counter, whatever it takes to set the stage. Put yourself in a different role and have at it. Students generally turn out to be wonderful hams.

Procedure:
1. Prepare by learning new vocabulary and talking about the situation first.
2. Tell the students who you are and who they are. Be sure they understand this.
3. Invite one student to start out. Do not force a shy student into this situation. Role-plays don't work for everyone.
4. If possible, get a new person (spouse, friend, janitor) to play a role to add to the authenticity. Students tend to become comfortable with their teacher and clam up when a stranger is asking them questions.

Description: A narrative is very similar to the spiel, but the procedure is a bit different. More attention is given to the grammatical aspect of asking and answering questions about specific points. Use a familiar text or write your own. Examples for topics are climates, traditions, holidays, a description of a person, or a brief story.

Procedure:
1. Read the narrative to the class.
2. Read each sentence.
3. After each sentence, ask questions about the information in that sentence.
4. You can also have the students ask you or each other questions about the sentence.

*B. Operation

Objective: to teach students the language for common tasks; to practice verb tenses.

Materials: anything that would help the students visualize the task (e.g. envelope and stamp, lightbulb and lamp, cleaning materials.)

Description: An operation is a series of simple sentences which describe a task or procedure such as writing a letter, changing a lightbulb or washing dishes. Not only is the vocabulary practical but the sentences can be used to practice different grammar points, such as verb tenses, personal pronouns, and question forms. Once you have chosen the task to be described, write some sentences that are similar in construction. Keep them relatively simple for easier retention.

Procedure:
1. Say your sentences as you pantomime the actions.
2. Repeat.
3. Pantomime the action and elicit the sentences from your students. (This usually isn't difficult because they have probably been repeating right along. Encourage listening at first, however.)
4. Repeat the sentences and have the student repeat after you. Do this until you feel fairly sure the students know it. You can explain the key and new vocabulary words.
5. For students familiar with more than the present simple, ask "What am I doing?" for each action. Also, "What did I do"?, etc.
6. Have other students perform the operation and ask students "What is she doing"?, etc.
7. The possibilities are endless.

*C. Scrambled Dialogue

Objective: to help student comprehension while practicing communicative interaction.

Materials: a dialogue or story cut into strips.

Description: You can use a dialogue that your students are familiar with or something new that is a t an appropriate level. Be sure whatever you use has an obvious sequence. Cut the story or

C. Listening Reconstruction

Objective: to have students listen for details.

Materials: brief familiar text, recorder.

Description: This exercise is not so much for listening for information as it is to identify exactly what is heard. Reading ability is a pre-requisite.

Procedure:

1. Tape a familiar passage (unfamiliar but clear passages may be attempted with quite advanced students.)
2. Play the tape through once.
3. Play the tape again, sentence by sentence.
4. The students reconstruct as much of the sentence as possible. Because this is a listening exercise, do this part orally.
5. Replay the sentence until the students have it reasonably correct. Many grammar mistakes can be caught just by reading through what you have written down.
6. You can have the students copy the text and later use it for a cloze exercise.

D. The Block Game

Objective: to teach students to give or follow directions.

Materials: a set of blocks (including squares, rectangles, triangles, etc.) a screen of some sort.

Description: This game employs both listening and speaking skills. If you are working with one to three students, divide the blocks between them and give directions to all together.

Procedure:

1. Place a screen or partition between architect and engineer.
2. The direction giver is the architect. The architect builds a structure, using the blocks.
3. The architect gives the engineer precise directions to build exactly the same structure.
4. Some versions of this game prohibit communication between the two sides except for the directions. This is too difficult for most students, however. Questions are allowed.
5. When the engineer has finished, remove the partition and see how similar the structures are. Review difficulties that the student had with directions.

II. Speaking

*A. Narrative

Objective: to practice question-answer forms while improving aural comprehension.

Materials: a short descriptive passage.

TECHNIQUES FOR IMPROVING LANGUAGE PROFICIENCY

Ellen Vaut, International Institute of Minnesota

These techniques are effective at the intermediate and advanced levels. These marked with a * can also be used at lower levels.

I. Listening

*A. String Commands

Objective: to teach students to understand and follow a variety of directions given in rapid sequence.

Materials: whatever is handy

Description: This is a very useful exercise for helping students prepare for the workplace. Use commands with vocabulary pertinent to common jobs (custodial, kitchen, assembly). You can teach the vocabulary in an operation.

Procedure:

1. Give the class simple directions, one at a time ("Open the door", "Pick up your pencil", etc.)
2. Give different individuals different directions to check comprehension.
3. Gradually add on a direction until you have given a short list (3-5) of directions in succession. As your students become adept at following multiple directions, increase the speed of your delivery and use reduced forms where appropriate (e.g. 'Putcher"for"put your").

*B. Spiel

Objective: to sharpen listening skills by presenting language in a natural context.

Material: a word list.

Description: This exercise is a bit less formal and perhaps more interesting for the students. It is a good way to prepare students for the real world where people don't always speak in carefully constructed sentences. Try to keep the subject matter of your spiels relevant and appealing. Advanced students can be encouraged to give their own spiels.

Procedure: Think of a topic about which you can speak for about 30 seconds. Make a list of key words to help you remember your spiel.

2. Give your spiel in a natural voice and at a natural speed. Do not give a speech. Be informal.
3. Repeat the spiel.
4. If you think it useful, write some of the words for the students.
5. Give the spiel one more time.
6. Ask your students questions about the content.
7. More advanced students might be asked to give the spiel as well as they can.

Materials	Assessor	Student
	-O.K. Close the book. What am I wearing today?	-
	4. Ask student about time and weather.	
	-What time is it?	- Nine o'clock.
	-Good and what day is it today?	
	-Do you know the month?	
	-Now, I want you to count for me. I want you to count one...	- one two three four five six seven eight nine ten.
	II. Reading/Writing Skills	
	A. Ask the student to:	
	-Good. I want you to say the ABC's for me.	- A B C D
	-What's this one	- M
	-How about this one?	- I
	-How about this one?	- X
	-How about this one?	- T
	-How about this one?	- Y
	-Good. What comes after "D"? No? Thank you.	
	Ket could write her name, address; abc's and numbers to 50. She could not read anything in English.	

ASSESSMENT PROFILE: KET SOUVANNAVONG

Ket Souvannavong is a 41 year old Lao woman who arrived from Thailand in May, 1981. She and her husband were farmers in Laos. She is widowed and has five children; the oldest is still living in Laos. She has had no previous education and is illiterate. Assessment: July, 1981.

Materials	Assessor	Student
Cue Book 1	I. Listening/Speaking Skills	
	A. Personal Information	
	-What's your name?	- My name is Ket.
	-What is your last name?	- Souvannavong.
	-Can you spell that? Does it start with a "S"?	- ...Ket.
	-What's your address?	- Number...
	-Forget? What's your telephone number?	- Telephone number 6.
	-Six what?	- No.
	B. Vocabulary/Grammar	
	1. Ask student to sit down, look at objects and pictures and point to objects named.	
	-Where is the pencil?	- (points to pencil)
	-Where is the chair?	- Chair.
	-Where is the table?	- Table.
	2. Ask student to name objects.	
	-Good. What's this?	- Pencil.
	-What's this?	- Chair.
	-What's this?	- Clock.
	-A clock. Right. What's this?	- It's a pencil.
(Scene 6)	-What's this?	- Shirt.
	-What is this?	- Skirt.
	-How about these?	- Shoes.
(Chart 9)	-What are these?	- Banana.
	-What are these?	- Don't know.
	-Don't remember? How about these? Those are tomatoes. Do you know what this is? That's corn.	
	3. Ask student to describe objects or persons.	
	-Let's go back to the pencil. What color is the pencil?	- Yellow.
	-Good. How many pens do I have?	- Three.
	-Three. How much money is that?	- Twenty-five.
	-How much money is this? All of it.	- Cents. Fifty cents.
	-Right. Fifty and how many cents.(53 cents.)	
(Chart 1)	(2). Is this a chair? (Points to table.)	- No.
	-Good. It's a table. Is this a book?	- Pencil.
	-Good. I want you to look at another picture. Where is the pencil?	-(Points to pencil.)

Materials	Assessor	Student
	-Carpenter? Actually that woman is a dentist but the picture isn't very good.	
(Chart 5,#1)	-Look at these pictures. Is this man tall or short?	- Tall
(Scene 2)	-Look at this boy. What is he wearing?	- He is running with dog.
	4. Ask student about time and weather. -What day is it today?	- Day is Wednesday.
	-What month is it?	- Month, July.
	-What year is it?	- 1981.
	-What time do you eat breakfast in the morning?	- Seven o'clock.
	-What's the weather like today outside?	- It's hot.
	-What's the weather like in Laos?	- In Laos it's hot.
	-Now?	- Now. In Laos it's rainy, season rainy, rainy season.
	-What season is it here in the United States?	- Season hot summer.
	5. Ask a student to describe a picture without asking specific questions about the picture. Can you look at this picture and tell me something about the picture.	- What's that, what's this? (student thinks she's supposed to ask a question)
	-You tell me. What happened?	- What happened?
	-No, you tell me.	
	-Oh, Okay, you're asking me.	- Mrs. Jenise what happened?
	II. Reading/Writing Skills B. I know you can write Lao. Can you read this in English?	- (Reads the short passage under Reading/Writing skills and answers questions correctly.)
	-Thank you.	

ASSESSMENT PROFILE: SENSOU PHOUTAVONG

Sensou Phoutavong is a 40 year old woman who arrived with her husband and five children in January, 1981. She has three children still living in Laos. She has six years of education in Laos and is literate in Lao. She taught elementary school there. Her husband is seriously ill with cancer. Assessment: July, 1981.

Materials	Assessor	Student
Cue Book 1	I. Listening/Speaking Skills	
	A. Personal Information	
	-What is your name?	- My name is Sensou Phoutavong.
	-What is your first name?	- First name Sensou.
	-What's your last name?	- Last name Phoutavong.
	-What is your address?	- Fourth Ave. N.
	-Fourth Ave. N.? What is the telephone number?	- Telephone 377-9524.
	-Are you married?	- Yes I am married.
	-What is your husband's name?	- My husband Keo Phoutavong.
	-Do you have children?	- Yes, I have four children.
	-What nationality are you ? (pause) What country do you come from?	- I come from Laos.
	-Did you go to school in Laos?	- Yes, I went to school Laos.
	-How many years?	- Six.
	-How long have you been in the United States?	- Six months.
	-Did you work in Laos?	- Yes, work.
	-What was your job?	- Teacher.
	-What do you want to do in the United States? (pause) What do you want to do -- what job?	- I don't know. Maybe I like teacher.
	B. Vocabulary/Grammar	
(Chart 1)	1-3. Ask a student to name and describe pictures, objects, or persons.	
	-What's this?	- Table.
	-What's this?	- Book.
	-Is this a chair?	- Pencil no a pen.
	-What color is the pen?	- Blue.
	-Blue.	
(Scene 5)	-What is this?	- Bed.
	-Where is the bed?	- Bed.
	-No, where is it?	- In.
	-Where is the bed?	- In the bedroom.
	-Good. What is this woman doing?	- He, he is reading newpaper.
	-What is this girl doing?	- He is, he is bathroom.
	-Bathroom, taking a bath. Which woman has on a green dress?	- Green dress.
	-Who is wearing a green dress? Right.	- (Sensou pointed.)
(Chart 4,#11)	-Look at this picture. What is her job?	- Nurse.
	-Right. What does a nurse do?	- Shots, I don't know. She shots
	-Right. Gives shots. What else does a nurse do? Do you know?	
	-What does this person do?	- Carpen.

Materials	Assessor	Student
	-Where is she?	- Bathroom.
	-Good. And she's taking a bath.	- She's taking a bath.
(Chart 4, #5)	-What's her job?	- Mechanic.
	-Mechanic? Do you know what her job is?	- Doctor.
	-Doctor, good. What does a doctor do?	- I don't know.
(Chart 5, #1,2)	-No. Is this man tall or short.	- This man tall.
(#9,10)	- He's tall. Good.	
	-What is she wearing?	- She -- she's fat.
	-She's fat--What is she wearing?	- She fat.
	4. Ask student about time and weather.	
	-What time is it now? Do you want to look at the clock?	- Ten--ten thirty-five.
	-Good. Ten thirty-five.	
	-What day is it today?	- Today is "Tuday".
	-Is Tuesday--	- Tuesday.
	-Is it Tuesday, though? Think.	- Is Wednesday.
	-Wednesday, right. What month is it? What's the month?	- July.
	-July. What's the year?	- 1981.
	-Good. What's next month?	- 1982.
	-That's next year. What's next month.	- August.
	-What time do you eat lunch?	- Eight o'clock.
	-Eight o'clock. In the morning? What time do you eat lunch?	- Twelve o'clock.
	-What days of the week do you go to school?	- Monday.
	-What other days?	- Monday. Tuesday, Wednesday, Thursday, Friday.
	-Do you go to school Saturday?	- No.
	-What's the weather like today?	- I don't know.
	-No? Is it raining?	- No.
	-Is it sunny?	- Yes.
	-Is it cold?	- Not cold.
	-Good. What's the weather like in Laos now?	- I don't know.
	-Do you know what season it is?	- I don't know.
	-Is it winter now? Is it winter in Minnesota?	- Yeah.
	II. Reading/Writing Skills	
	-Thank you. Can you read this?(apartment)	- Student sounds out "a" then says "angry".
	Student was able to read and write ABC's, name, address and "man", "woman" and "red."	

ASSESSMENT PROFILE: VA LEE

Va Lee is a 20 year old Hmong woman. She is married but has no children. She has no previous education, although she and her husband were in ESL classes. She does not read or write Hmong. She came to the U.S. in October, 1980, but was originally resettled in Texas. Assessment: July, 1981.

Materials	Assessor	Student
Cue Book 1		
	I. Listening/Speaking Skills	
	A. Personal Information	
	-What's your name?	- Va Lee
	-What's your telephone number?	- I don't have a telephone.
	-Are you married?	- Yeah.
	-What's your husband's name?	- My husband's name Her Vue.
	-Do you have any children? No children.	- No, I don't have children.
	-What country are you from?	- I don't know.
	-From Laos?	- Yes.
	-Did you go to school in Laos?	- No.
	-Did you work in Laos?	- Yes.
	-Did you work, what was your job?	- I don't know.
	B. Vocabulary/Grammar	
(Chart 1)	1/2. Ask student to point to or name pictures. I want you to look at some pictures and tell me what they are. What's this?	- Clock.
	-What's this?	- Table.
	-What's this?	- Desk.
	-What's this?	- Pencil.
	3. Ask student to describe objects or persons.	
	-What color is the pencil?	- Blue.
	-How many pencils do I have?	- Two pencils.
	-Good. How much money do I have?	- Twenty-five cents.
	-And how much money is this?	- One hundred cents.
	-One hundred cents equals one dollar. How much is this?	- Seventy-five cents.
(Scene 5)	-I want you to look at some pictures in this book. What is this?	- Bed.
	-Point to it. Where is the bed?	- I don't know.
	-What room is the bed in?	
(Chart 7)	-How about if you look at this picture --where is the girl?	- I forgot.
	-Can you tell me where the girl is here?	- In the car.
(Scene 5)	-Good. In this picture we have a man and a woman. Who is wearing a white shirt?	- Man.
	-What is the woman doing?	- She looking at paper.
	-Good. She's looking at the paper. What is she doing?(girl in bathroom)	- She _ I don't know. I can't tell.

-Read a short passage.

Lee is a student. He studies English at Southwest High School. He is married. He has five children. He was a farmer in Laos. He wants to be a mechanic in the U.S.

-Answer comprehension questions.

-Is Lee married?
-What does he do?
-How many children does he have?
-What does he want to do in the U.S.?
-Where does he study?

III. Math Skills

A. Ask the student to:

-Count objects to 20.
-Count change up to a dollar.
-Count money over a dollar.
-Read and write prices.
-Read and write time.
-Perform simple math functions.

$$\begin{array}{cccc} 4 & 7 & 3 & \\ \underline{+2} & \underline{-2} & \underline{\times 2} & 2\overline{)8} \end{array}$$

-Identify fraction names.

$\frac{1}{2}$

-Identify measurement terms - inch, quart, pound, etc.

ESL STUDENT ASSESSMENT

I. Listening/Speaking Skills

A. Personal Information

Ask the student the following information questions:
-What's your name? address? telephone number?
-Are you married? What's your husband's/wife's name?
-Do you have children? How many?
-What nationality are you? What country are you from?
-How long have you been in the U.S.?
-Did you go to school in (native country)?
-How many years?
-What was your job in (native country)?
-What do you want to do in the U.S.?

B. Vocabulary/Grammar — use the cue book.

1. Ask student to sit down, look at objects and pictures and point to objects named - i.e. pencil, table, arm, shirt, boy, apple, bed. (Use real objects first, then picture representations.) "show me the ___"

2. Ask student to name above objects.
-What's this?
-Is this a chair?

3. Ask student to describe objects or persons.
-What color is the pencil?
-How many apples are there?
-How much money is this?
-Where is the bed?
-Who has a blue coat?
-What is she wearing?
-What is he doing?
-Is the man tall or short?
-What's his job?
-What does he do at work?

4. Ask student about time and weather.
-What time is it? Day? Month? Year?
-When did you eat lunch today?
-What days do you go shopping?
-What is next month?
-What is the weather today?
-What's the weather like in (native country)?
-What season is it now?

5. Ask a student to describe a picture without asking specific questions about the picture.

II. Reading/Writing Skills

A. Ask the student to:
-Write his/her name.
-Identify and write symbols (a,b,c's, numbers 1-25).
-Read common signs (MEN/WOMEN WALK/DON'T WALK).
-Sight read words s/he knew how to say - i.e. pencil, boy, etc.
-Decode new words - i.e. apartment, welfare office.

'I couldn't be sure he would understand if I merely pointed to him but I was afraid that to touch him would be an insult'

Marge..." In the movies this "you Tarzan, me Jane" approach works every time.

Nothing. Maybe pointing to a person meant nothing to Hmong people. Maybe it's impolite to point.

Marge and I both smiled at them as if we had every confidence in the world, and hurriedly consulted our papers. The family name is Thao — at least four are Thao: Nhia and his three children. Women keep their family names after marriage. The papers were models of government confusion at its worst. Sometimes the name 'Thao' appeared first, sometimes last. That left the women's names a dead guess. Ah Lee's name appeared on the official list as Ly A.

We knew that in Vietnam the family name came first. In the hope that the same was true for Hmong people we concentrated on Nhia, whose name headed the list as Thao Nhia Yia.

"Your name is... Thao?" we asked. "Thao?" he repeated blankly, as if we were offering him some strange American word.

"No." I shook my head.

"No," they all echoed, and they all shook their heads. Communication was non-existent. I wondered if that gesture was purely American too.

After a reassuring smile to our charges — surely that got across — Marge and I held a hurried consultation. We set up the names as best our list allowed: Thao Nhia Yia, Ly A, Mao Vang. Forward or backward, this is what we would teach.

I walked around the table and stood by Nhia's chair. I couldn't be sure he would understand if I merely pointed to him but I was afraid that to touch him would be an insult. (We'd been told that it is an offense to Thais to touch them on the shoulder. Nhia isn't a Thai, he's Hmong. Who knows what is an offence to the Hmong?)

"My..."

Nhia turned to look up at me. Maybe looking up is wrong too. I stooped by his side, "My..."

Nhia smiled shyly, shuffled his feet, smiled again. "My."

Marge beamed at him. "Good."

Nhia hesitated. "Good."

"No." We all shook our heads. Everyone smiled. The universal symbol.

"My..."

"My."

"Name..."

"Name."

"Is..."

"I-"

"Izzzzzz. Is."

"I-zz."

"Thao Nhia Yia."

That threw him. We tried again, Marge leaning clear across the table to encourage him. I was hovering as close to his side as I dared. I was so afraid of giving offence. I didn't know anything about Hmong. I wanted to quit.

"My... name...izzz (that's the hard word)... Thao... Nhia... Yia."

We said it with him, again and again, for 10 minutes. Nhia was pale from the strain of trying to understand, his thin face was thinner than ever. All of Nhia is thin. He's about as wide, front to back, as a paper doll. He's been in the army since he was 10 years old.

I stepped back, drew a deep breath, and asked, "What is your name?"

"Name, you..." he struggled to a stop, smiled, and we all shook our heads. Nhia's frustration was so intense it came out of him in waves.

Because Hmong is a tonal language Nhia had no way of telling, by my tone, a question from an answer. He had to learn the response by rote: "What is your name?" "My name is Thao Nhia Yia." He had no notion of what it meant. Even his name he expressed like a string of new, uncertain words.

My head was bursting from the effort to communicate. I was exhausted and ready to quit, but Ah Lee was fresh, willing to learn. We did the same act, exaggerating, leaning over the table, gesturing. When we were done she could say (as our papers read), "My name is Ly A."

We returned to Nhia: "What is your name?"

He opened his mouth, looked at us, laughed shakily and shook his head. We backtracked and drilled, anything to ease the anxiety in his smile.

We were tired, the lesson was nearly at an end. I hesitated to present a shy, old oriental lady with a lesson so difficult to the others. But the grandmother did not seem shy or bothered by my closeness. She smiled back at me with perfect composure. It was worth one more try. "My name is Pat. Your name is Mao."

A long drawn "Ahhh..." and a laugh rippled out, followed by a spate of singsong language. We could see light dawning across three tired faces.

Mao's name is pronounced exactly like that of the late Chinese chairman. From long familiarity it comes easily — and correctly — to American lips.

I looked at Nhia, afraid to hope. "What is your name?"

"Name my Nhia Yia Thao."

I caught my breath in surprise. In one remarkable sentence Nhia had told us he understood — he had Americanized his name for us. Marge applauded. Ah Lee laughed. I laughed too, in pure relief.

I didn't want to come today. I'm so afraid for these people with their one sentence of English. They have so far to go. But I know their names now, Nhia Thao and Ah Lee and Mao Vang. I know Ah Lee's laugh when she makes a mistake. Maybe Ah Lee is teaching me while I teach her.

"Two," she said, as she dialed a five. We both laughed. ■

Photo by Ron Cioffi

The Thaos in Monroe, Conn.: Left to right are Nhia, Ah Lee and Mao Vang with children Ka Yua, Chu and Ying

and I knocked at the door the day of that first lesson. Hmong don't answer knocks. They're used to thatched huts and had left the door unlocked.

"Hello!" I called. "English teacher."

How can you explain to someone who speaks no English that it is time for their lesson? I had dragged an armful of texts, none of which I planned to use. "English teacher," I called again, brandishing a book like a badge of office.

The family was huddled around the television as if for warmth and comfort. Nhia Thao, Ah Lee's husband, turned it off. Nhia had three years of schooling, his papers said. He knew what the books were for. A small man, impossibly thin, that's Nhia. His mother is so young we took her at first for his wife. Then we saw Ah Lee herself, beautiful, with round cheeks and perfect doe eyes — but dazed, bewildered.

No wonder. From the jungles of Thailand, to Japan, to Los Angeles, to New York's Kennedy Airport. "Bring coats," the notice said, "and socks." No socks in the middle of January in New England? They landed at midnight, rode to Connecticut in the dark. "They sleep all the time," the Rev. Charles Schwarz, Good Shepherd's pastor, told us. They wake to a nightmare of strangeness that now includes Marge and myself.

We led the adults into the dining room. Pale, frightened faces, all three of them, trying to smile politely through their exhaustion and confusion.

"English lesson," I said firmly, smiling as if I could make up for the confidence they lacked. "My name is Pat. I am a teacher."

Three bewildered adults produced three hesitant smiles in return.

"My name is Marge." Marge gestured to herself with a generous, unmistakable sweep of her arm. "Marge." She pointed at me. "Pat... Marge... Pat..." Then she pointed to Nhia.

Nothing.

"Pat." She clapped me on the shoulder. "Marge." She smiled as if they *had* to understand. "Pat...

No one spoke **Hmong**

How do you tell a refugee family you're the English teacher?

By Patricia Hennessy

"Two," Ah Lee said in a clear, confident voice. She stuck her finger in the telephone at the number nine and spun the dial. Ah Lee is 24 years old. Until today she had never seen a written number or touched a telephone. When we first handed it to her she flinched as if it might bite.

"Two." I pointed to the number on the page.

"Two." She smiled. Ah Lee has the most beautiful smile. When she laughs over her mistakes you forget that she's lived the past five years in a refugee camp.

She dialed a four.

This is impossible, I thought to myself as I smiled in response to her laugh. This is as bad as yesterday — no, nothing could be as bad as yesterday. Today, at least, I know her name.

I have been teaching English as a second language for 10 years, and yesterday was the most difficult, most disorienting, and most discouraging lesson I have ever experienced. I wince when I imagine what it was for my newest students.

Ah Lee is Hmong. The Hmong are a mountain people who lived along the borders of Laos, Thailand and Vietnam. Ah Lee may never have seen a kitchen sink or electric lights, ridden in a car or slept on a mattress. We know she's never held a telephone before; for the rest, we don't know and we can't ask her. She doesn't speak a word of English.

No one in Monroe, Conn., speaks Hmong. No one has heard of the Hmong. When Ah Lee's family came we thought they were boat people from Vietnam. Yet Ah Lee's home is here, or it is nowhere. Her people fought the communists with us. No home is left for them in Laos where Ah Lee was born.

Ah Lee is here because Good Shepherd Lutheran Church and other congregations of Monroe are her sponsors. The churches picked a family of six: a mother (that's Ah Lee) and father, a grandmother and three small children, ages 6 months to 4 years. All the children were born in a refugee camp in Thailand.

When the decision was made to sponsor Ah Lee's family, the churches — small churches, typical of New England — had no funds for the project. No clothes. No furniture. No apartment. A Congregational church couple opened their home to these six strange people — six numbers on someone's list; six people with nowhere else to stay.

My friend, Marge Ewald from the Lutheran church,

The author resides in Trumbull, Conn.

VIETNAMESE	CAMBODIAN	H'MONG	LAOS
20. Lunar year. There are many holidays in a year. New Year is similar to the Chinese calendar, January or February.	Same as Vietnamese. New Year is April 13 each year.	There is only one holiday for the whole year. "New Year's Day", following the lunar calendar after the harvest, between December and January.	Same as Cambodian.
21. Time is flexible. There is no need to be in a hurry or punctual except in extremely important cases.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.

III. RELIGION

VIETNAMESE	CAMBODIAN	H'MONG	LAOS
1. About 90% of the population practice ancestor worship or a loose form of Buddhism. (Mahayana School prevails.)	99% of the population are followers of Buddha. (The Theraveda Buddhist sect prevails.	From 1956 on, American and French missionaries brought Prostestantism to the H'mong. About half of the population are now Christians. The other half practice ancestor worship.	Same as Cambodian.
2. Besides Buddhism, Animism is also popular.	Same as Vietnamese	Same as Vietnamese.	Same as Vietnamese.
3. Belief in the theory of Karma, i.e., one's present life is pre-determined by his good or bad deeds in his previous life. The cycle of life and rebirth for an individual will only cease when he has finally been able to get rid of this earthly desires and achieve the state of spiritual liberation.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
4. Man is supposed to live in harmony with nature, not to dominate nature.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
5. Spiritualism is dominant in the society.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
6. No such custom. (See Cambodian)	Institution of swearing to prove innocence (e.g., if accused of wrong-doing, a person may swear innocence before the statue of a saint, in the company of the accuser and witnesses. This avowal is often accepted by local law as confirmation of innocence. In some instances, a stronger demonstration, such ~~as sacrificing a chicken, is~~ added.)	Same as Cambodian.	Same as Cambodian.

VIETNAMESE	CAMBODIAN	H'MONG	LAOS
10. Special ranking clothes according to hierarchy.	Same as Vietnamese. King, Monk, High civil servant.	Special clothes according to tribe.	Same as Vietnamese.
11. Vietnamese never put their feet on a desk when talking to others nor do they touch the head of each other (only the elderly can touch the head of young children).	Same as Vietnamese, but only parents can touch head of their young children.	Same as Vietnamese.	Same as Cambodian.
12. Calling with a finger up is used only toward an animal or an inferior. Between two equal people, it means a provocation. To call a person use whole hand with fingers facing down.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
13. No different value between right and left hand, although left handed people are generally believed to be more or less clumsy.	Right hand is considered noble, left hand is of less or no value. To Cambodians, to hand something with the left hand could mean impoliteness.	Same as Vietnamese.	Same as Cambodian.
14. Traditionally, a child is not allowed to write with his left hand.	Same as Vietnamese.	H'Mong children can write with either right or left hand.	Same as Vietnamese.
15. Kissing in public is not acceptable.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
16. Persons of the same sex may hold hands in public, sleep in the same bed, and are not considered to be homosexuals.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
17. Incest is punished by law and strongly resented by society.	Incest is taboo, except in the royal family. Incest is punished by local law as well as supernatural being. Social blame of incest often leads to suicide. The corpse of the suicide victim is to be buried not cremated as usual.	Same as Vietnamese.	Same as Vietnamese.
18. Traditional Vietnamese women keep their hair long.	Cambodian women can have any style of hair cut or hairdo.	H'Mong women always keep their hair long. (Their hair is never cut.)	Same as Cambodian.
19. To eat, Vietnamese use chop sticks and bowls.	Cambodians use forks and spoons. City dwellers also use chopsticks. Villagers use palm leaves as spoons.	Same as Cambodian.	Same as Cambodian.

VIET[illegible]	CAMBODIAN	H'MONG	LAOS
1. Traditional Caste System: 1. Scholar 2. Farmer/Fisherman 3. Laborer 4. Businessman	1. Traditional Caste System: 1. King 2. Monk 3. Administrator 4. Technician 5. Businessman 6. Farmer/Laborer	1. Traditional Caste System: 1. Chao Muong (City Mayor 2. Nhai Kong (Field Deputy for Chao Muong) 3. Tasseng (Leader of 60-100 villages) 4. Nhai Ban (Village Leader) 5. Samien (Secretary to Nhai Ban or Tasseng) 6. Tze Ng (Spirit Doctor) 7. Qua Te (Farmer)	Same as Cambodian.
2. Traditionally, teachers are more respected than parents for their knowledge and moral virtures.	Parents are more respected than teachers.	Same as Cambodian.	Same as Cambodian.
3. To show their respect, Vietnamese will bow their heads in front of a superior or an elderly person.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
4. To show their respect, Vietnamese use both hands when passing something to a superior or an elderly person.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
5. To salute, Vietnamese join both hands against their chest.	Cambodians join hands at different levels to salute: a. Chest level: Between equal persons. b. Chin level: To a stranger or older person c. Nose level: To uncles, aunts, teachers, and parents. d. Over head: To a monk or royalty.	Do not join hands or salute. They just bow their heads or shake hands. In shaking hands, men hold their right wrist with their left hand to show respect.	Same as Cambodian.
6. While talking, Vietnamese should not look steadily at respected people's eyes.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
7. Women do not shake hands with each other or with men. (Shaking hands has become acceptable in the U.S.)	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
8. Ladies should not smoke in public.	Same as Vietnamese (up to 35 years old).	Same as Vietnamese.	Same as Vietnamese (u 22).
9. When sitting on the floor, Vietnamese ladies sit on their legs (with feet hidden), while men cross their legs (with feet in the front).	Cambodians sit on their legs (with feet hidden for both sexes) in front of kings, monks, or elderly. They sit on knees to show more respect	No such custom. (See Vietnamese)	No such custom. (See Vietnamese)

VIETNAMESE	CAMBODIAN	H'MONG	LAOS
34. For mourning, Vietnamese wear all white clothes up to 14 days. After this period, the men wear a white or black head band.	Cambodians use white clothes, also shave head for mourning up to 3 months. After that, use black arm band or black clothing as long as is desired and maybe forever.	H'Mong wear a white head band for mourning until the body is buried.	Same as Cambodian.
35. The seventh day after the funeral, the family will celebrate a special mass for the dead at a pagoda, and this is to be repeated every seven days for seven consecutive weeks. After 49 days, the celebration will take place yearly at home or at a pagoda if the family can afford it.	No such custom. (See Appendix)	No such custom.	No such custom.
36. The date of the anniversary of the death is set according to the lunar year.	No such custom. (See Appendix)	No such custom.	No such custom.
37. On the third anniversary of the death, there would be an exhumation ceremony during which the remains of the body will be cleaned with rice wine and stored in a small pottery jar to be buried again.	No such custom. (See Appendix)	No such custom.	No such custom.
38. The commemoration of the dead is celebrated every year up to the fourth great grandparents (ancestor worship). Fifth great grandparents are believed to have been reborn elsewhere on earth or admitted to the permanent bliss of Heaven. The eldest son is responsible for the ancestor worship. If there is no son in the family, then the eldest daughter will take this responsibility.	No such custom. (See Appendix)	No such custom.	No such custom.

VIETNAMESE	CAMBODIAN	H'MONG	LAOS
25. Brothers and sisters never touch or kiss each other.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
26. Boys and girls are not free to do what they want. Girls are under strict supervision. Sex segregation is the common social rule.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
27. No such custom. (See Cambodian)	A Cambodian girl, when reaching puberty, must enter a "shadow month" (one month of seclusion) any time between puberty and her marriage, during which she is to eat a vegetarian diet. She also must observe many rites and remain in the dark (hence the name shadow) in her room, and be isolated from the outside world except for visits from her mother.	No such custom. (See Cambodian)	No such custom.
D. Death/Mourning			
28. When a person dies, his/her body will be buried underground. If cremation was preferred, the family will comply.	When a person dies, his/her body will be cremated and the ashes will be kept in a pagoda or in the family home.	Burial underground.	Same as Cambodian.
29. Elderly love their homes, land. They want to die at home, not in a hospital or somewhere else.	Same as Vietnamese.	Same as Vietnamese. H'Mong are attached to a home. The elders want to die in their own homes and to be near their family.	Same as Vietnamese.
30. If one of the parents dies, the children must traditionally wait for three (3) years to marry.	Only one (1) year, and a son may become a monk to repay a moral debt from one week to one year.	Children can marry at any time after the day of the funeral.	Same as H'Mong.
31. If the husband dies, the wife must traditionally wait for three years to remarry.	Only one year, but many choose never to marry again.	She can remarry at any time.	Same as H'Mong.
32. No such custom (See Cambodian)	The husband can remarry at any time.	He can remarry at any time.	Same as H'Mong.
33. No such custom (See Cambodian)	If one of the things dies, the others must wait one	They can marry at any time.	Same as H'Mong.

VIETNAMESE	CAMBODIAN	H'MONG	LAOS
16. Divorce is legal but is not common. Family conflict is handled by both sides of the family.	Divorce is legal and is encouraged when necessary, to avoid discord between families.	Same as Vietnamese.	Same as Cambodian.
<u>Childbirth and Children</u>			
17. In the countryside, Vietnamese prefer a mid-wife to deliver the child at home. She is often aided by female relatives. (Men, unmarried women, girls, and the husband are not to be present.)	Same as Vietnamese	H'Mong husband delivers the baby with the help of a mid-wife. Then he must stay home at least two or three days to care for his wife.	Same as Vietnamese.
18. (See H'Mong) No time limit for Vietnamese woman, but usually she stays in for one (1) week.	She stays home for seven (7) days, but may wish to extend this period from one to three (3) months.	After delivery, a woman cannot go out to visit relatives or friends. She must stay inside the house for one (1) month.	Same as Hmong.
19. In the country, a woman may deliver at her home.	Same as Vietnamese, except a woman who is not married cannot deliver the baby in her parent's home. After the baby is born she and her baby can come back at any time.	When a girl becomes pregnant, the parents will build a temporary shelter for her outside of her parent's house where she can deliver the baby. During the first month after delivery, she cannot enter any house, but must stay in the shelter.	Same as Vietnamese.
20. No such custom (See Cambodian)	A baby pig is raised when a girl is born. The pig's progeny will be used for the girl's wedding feast.	No such custom	No such custom.
21. When a child is born, he/she is counted a one (1) year old.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
22. In general, an infant is breast-fed up to two (2) years.	Same, but up to three (3) years.	Same, but up to four (4) years.	Same as Vietnamese.
23. Sons are valued more than daughters.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.
24. The eldest son has a duty to perform the ances[illegible] worship at home.	Same as Vietnamese.	Same as Vietnamese.	Same as Vietnamese.

VIETNAMESE	CAMBODIAN	H'MONG	LAOS
10. First cousins and their children cannot marry each other up to three generations.	First cousins can get married to each other, but an uncle or aunt cannot marry a niece or a nephew.	First cousins cannot marry each other.	First cousins can marry each other, and an uncle can marry a niece from a royal family.
11. The couple prefer to celebrate their wedding at the home of either side, not at the church or temple.	Same, but only at bride's house.	Same as Vietnamese.	Same as Cambodian.
12. Legally, women keep their own names after marriage. Formally, married women use their husband's first name. Example: Husband's Name: Nguyen Van Hai Wife's Maiden Name: Le Thi Ba	After marriage, a woman keeps her first name and adds her husband's last name officially. Informally she can be called by either her first name or husband's last name. Example: Husband's Name: Chan Sa Nol Wife's Maiden Name: Ek Sam Nang Wife's Married Name: Mrs. Chan Sa Nol Wife's Informal Name: Mrs. Sam Nang	Same as Vietnamese. Example: Husband's Name: Lor Tong Khu Wife's Maiden Name: Her My Wife's Married Name: Her My Wife's Informal Name: Mrs. Lor Tong Khu	Same as Cambodian.
13. After marriage, the wife lives with her husband's family. From that day she belongs to her husband's family.	After marriage, the couple can live with either the wife's family or the husband's family.	Same as Vietnamese.	Usually after marriage, couple live with the wif family.
14. Before 1959, Vietnamese men could have more than one wife. Ranking in order of responsibility: First Wife Second Wife Third Wife	Cambodian men can have several wives, but written consent of the first wife is compulsory. All other wives are considered to rank second. In case of death of the first wife, one of the second wives, the oldest in marriage date or in age can gain promotion to first rank.	H'Mong men can have several wives and do not need to have the first wife's consent. The wife who is most intelligent will prevail over the others but not formally. Only the first wife is formally married.	Before 1945, same as Vi namese.

NOTE: In coming to the United States, only one (1) spouse may remain married to the husband; 2nd, 3rd, etc., marriages must be dissolved. Wives are informally still accepted as family.

15. No such custom (See H'Mong)	No such custom (See H'Mong)	If a man dies, his younger brother (not older) can marry his widow. If this brother does not want to ~~marry her, she can marry~~ another man.	No such custom (See H'Mong)

I. FAMILY

VIETNAMESE	CAMBODIAN	H'MONG	LAOS
A. General			
1. The family is the basis of society, not the individual.	Same	Same	Same
2. Up to 3 or 4 generations live together in one home.	Same	Same	Same
3. Within the family, the wife deals with all household matters. The husband deals with the outside world.	Same	Same	Same
4. The elderly (parents) are supported by married or unmarried children until they die.	Same	Same	Same
5. Names are written in this order: e.g. Nguyen Van Hai Family Name (first) - Nguyen Middle Name - Van Given - Hai Family name is placed first as an emphasis on the roots of a person.	Same as Vietnamese e.g. Chan Sa Mol Family Name (first) - Chan Middle Name - Sa First Name - Mol	Names are written in this order: For men: Lor Tong Khu Family Name (first) - Lor Middle Name (if any) - Tong Given Name - Khu	Names are written in this order: Given name first, than last name. Example: Thonedy Sourivon For women: Chanh Sourivon Given Name: Chanh Family name when married. Sourivong
6. Family members cannot use the same first name.	Same	Same	Same
7. Small families are now encouraged.	Parents are proud of a large family.	Same	Same
B. Marriage			
8. Children live with their parents until they get married. Men marry between the ages of 20 and 30. Women marry between the ages of 18 and 25.	Men marry between 20 and 30. Women marry from age 18 and up.	Men marry between ages 15 and 30. Women marry between ages 14 and 18.	Men marry between ages 18 and 30. Women marry betw 16 and 22.
9. As a tradition (not law) a marriage must be approved by parents from both sides. This is true for persons of all ages.	Same as Vietnamese	The marriage is usually (65%) approved by both families. Sometimes (35%) the girl lives with the boy without consent of both families.	Same as Vietnamese.

BILINGUAL SECTION
State Department of Education
809 Capitol Square Building
550 Cedar Street
St Paul, Minnesota 55101
Phone (612) 296 1060

SOCIAL/CULTURAL CUSTOMS

SIMILARITIES AND DIFFERENCES

BETWEEN

VIETNAMESE - CAMBODIANS - H'MONG - LAO

Prepared by Staff of the
Indochinese Mental Health Project
Bureau of Research and Training
Pennsylvania Office of Mental Health
April, 1980

Edited and further developed by
TEAM ASSOCIATES
1625 Eye Street, N.W.
Washington, D.C. 20006
Under U.S. Department of Labor
Contract No.: 99-7-998-36-17
July, 1980

TABLE I (continued)

Category	First Language (child)	Second Language (adult)
10. Awareness of language "rules"	Initially, non-existent. "Rules" internalized from the language itself; learner does not have to formulate them or hear them formulated.	Understanding of rules gives reasons for error, guidelines for correcting errors. Can consciously apply rules to new situations.
11. Motivation	Initially, basic drives urge communication. Later, interests continue to motivate.	Motivation usually stronger. Beside needs and interests, outside pressures (societal, economic) serve to motivate.
12. Rewards and punishment	Most attempts at language are viewed positively; errors are "cute;" no self consciousness.	Proficiency is expected; errors are criticized; learner is reluctant to experiment because he may make mistakes.
13. Linguistic interference	No interference from a previously learning language.	New language may differ from native language in sound, syntax, meaning; causes interference in learning.
14. Life experience	Language learning is limited to the realm of the learner's experiences.	Adult learner has a variety of life experiences to relate to, use new language to talk about.
15. Analogy and generalization	Child develops these processes as he/she also learns language..	Adult has already developed these processes; can apply them to language learning.
16. Relationship of language to culture	Language relates the child to a speech community; strengthens cultural identity.	Danger of alienation from native culture; "culture shock."

DIFFERENCES BETWEEN FIRST AND SECOND LANGUAGE LEARNING

Category	First Language (child)	Second Language (adult)
1. Time allowed for learning	Almost unlimited; need for language is minimal early in life.	Very limited; need for second language is often immediate.
2. Peer or societal pressure	Minimal; children are allowed to learn over a period of time, by trial and error.	Great; adults must function in society; not "allowed" to make errors.
3. Exposure to language	Constant, daily.	Partial; probably not used with friends and family.
4. Formalized activities	Unnecessary at first; learning comes naturally, without awareness.	Necessary, yet often boring. Language must be taught.
5. Responsibility of teacher	Teacher is responsible for only a fraction of the total learning experience.	Teacher responsible for the major part of the learning experience.
6. Structured content of learning experience	Minimal; even language teaching in school is mostly reinforcement of what has already been learned; spontaneity and improvision encouraged.	Sequencing, completeness and practice of language are crucial; take up the major portion of learning time.
7. Sequencing of skills	Natural progression; one skill added at a time	All skills needed at once; attempts are sometimes made to teach them concurrently.
8. Facility for distinguishing and reproducing language sounds.	Apparently unlimited; child easily learns to reproduce any of the sounds he/she hears.	Apparently quite limited; the adult is conditioned to hear only the sounds used in his/her native language; has less facility for reproducing unfamiliar sounds.
9. Basic process of language learning	Experimentation; invention	Following models, patterns and rules

4. REMEMBER TO INVOLVE YOUR STUDENT TO THE MAXIMUM DURING THE LESSON. You should not do all the talking. Initially, of course, you will talk more than your student. But remember that he'll learn more as he talks more. Language requires practice. Ask your student questions, elicit his advice about the lesson, etc. Also, use real examples. If you're teaching a lesson about question formation, ask things like "Where's your house?" or "How much does a Coke cost at McDonald's?" Questions like "What is the capital of England?" or "Does the cat have a tail?" aren't nearly as interesting to the student as things from his own life.

5. BE CAREFUL ABOUT CORRECTING. While you might want to correct often during a pronunciation drill or a grammer exercise, you'll not want to correct so frequently during a guided conversation. Avoid embarrassing or humiliating the student in any case. If a student is groping for a word, quietly supply it. Keep the learning activity, whatever it is, going. Momentum is very important in the tutoring session. If you're working on a structure which has required lots of corrections, switch to something the student can handle fairly easily. Rebuild the confidence he may have lost during the more difficult preceding section.

6. USE YOUR OWN, REAL LANGUAGE. Imagine the following situation: I'm a teacher of English. I'm on an airplane and the man next to me begins to talk to me. We introduce ourselves:

Him: Hi. My name's Bill Smith. I sell neckwear for Rooster Ties.

Me: Hi. My name's George Brown. I teach English.

Him: English teacher, eh? I'd better watch my grammar.

Of course, he's not totally serious, but partly, he is. Americans are sometimes very self-conscious about their language. We recognize the difference between high school grammar and our real language. Teach your student to speak the way real people speak, not the way they "ought" to speak. For example, English sentences don't end in prepositions, do they? Or do they? Sometimes, they do. Avoid teaching your students hard and fast rules, or stilted styles of speech. They may get into trouble later.

April, 1980

MINNESOTA LITERACY COUNCIL, INC.

HINTS FOR ESOL TUTORS

Tutoring is a unique situation wherein two individuals come together to work toward a common goal: the student wants to learn a skill which the tutor has mastered. But more than that, it's a chance for two people to get to know one another and to learn about each other. For, while the student is learning the skill, both the tutor and the student are learning about each other: how they think, react, their different cultures and so on.

Everyone approaches tutoring with a little uncertainty. You may wonder whether you are qualified to tutor. If you are interested in helping other people and if you are willing to work, then you are qualified to tutor. You must also be committed to devoting time regularly so that you establish a close relationship with another human being.

This list of hints has been prepared to make tutoring a little easier. You will be tutoring with an adult who needs to learn English so that he/she can live and work in this country.

1. BE ON TIME. Never simply fail to show up. If you cannot keep an appointment, call. Try to speak with your student and explain that you'll be unable to meet him. Give an additional assignment if possible. Re-confirm the next appointment. If the student feels you don't care about him or the tutorial, he won't care either.

2. BE PREPARED. Never appear for a lesson unprepared. Try to have several ideas or strategies to work on. If one method doesn't work, be ready to try a different approach. While you should avoid making the tutoring session unpleasant, you must also insure that the student learns. Therefore, if he doesn't understand one approach, switch to another. Also, try to remember which tasks or skills were especially difficult for the student. Check in subsequent lessons to see if he's really mastered these skills.

3. DON'T BE AFRAID TO ADMIT YOU DON'T KNOW. If your student asks you a question (usually beginning with "Why") and you don't know the answer, say so. Be wary of rules, especially in English because there are so many exceptions. Avoid asking the student to memorize grammar rules. Rather, help him learn patterns, using real sentences, which make sense. Thus, instead of teaching that adverbs are formed by adding the particle "-ly" to the adjective, teach him sentences like "The beautiful girl dances beautifully" or "The quick dog ran quickly".

April, 1980

TAX DEDUCTIONS FOR VOLUNTEERS

The Federal Government considers some of your costs as a volunteer as deductable charitable contributions on your income tax return. To deduct these costs you cannot use the standard deduction, but have to itemize your deductions in computing your Federal Income Tax.

Itemize the following unreimbursed expenses incurred while doing volunteer work:

- Gas and oil, parking fees and tolls. List actual expenses or use a standard deduction of nine cents per mile.
- Other travel/transportation expenses (bus, train, plane, taxi fare). Include reasonable payments for overnight away-from-home meals and lodging needed while donating services. (i.e., conducting a workshop, attending a conference as a delegate).
- Admission fees for fundraising events, (i.e., banquets, shows, dances) to the extent that the fees exceed the fair market value of the benefits you receive. For example if you pay seven dollars for a three dollar dinner, you can deduct the four dollar contribution.
- Telephone calls, postage, stationery, and supplies.
- Games, books, and paper used in tutoring services for which you were not reimbursed by your student.
- Babysitting costs while you are attending a meeting, conducting a workshop, or tutoring. (A new tentatively approved deduction.)
- Money or property contributions to any formally tax-exempt organization. (LLI, LLA , LVA, MLCI, or local council.)

You may NOT claim deductions for the following kinds of expenses:

- The value of your donated service.
- The use of your home for meetings, etc.
- General maintenance, repairs, depreciation and insurance on your car.
- Sightseeing, theatre tickets, and other entertainment or the expenses for a spouse or children traveling with you to a conference or meeting.
- Attendance at a conference if you are not an official delegate.

EXPENSE RECORDS ARE ESSENTIAL. You must have adequate documentation - thorough records of dates and mileage, where you went, what you did, and the reason for the travel, as well as receipts, cancelled checks, and other evidence to substantiate your deductions.

Resource: "Tax Deductions for Volunteers: raising the issue", by Carol Howland, Literacy Advance, Winter 1979, Vol. 3, No. 3.

EDUC 1-43-a
4/74 (rev.)

MINNESOTA LITERACY COUNCIL, INC.
ESL TUTOR JOB DESCRIPTION

Purpose of position:

To help a non-English speaking adult learn basic speaking and communication skills in the English language and understand American culture.

Qualifications:

1. Can speak, read and write English.
2. Dependable and prompt to meet tutoring schedule.
3. Has ability to respond to student's needs in warm, realistic and non-judgmental way.
4. Patient, flexible, friendly, and respectful of confidentiality.

Training:

1. Attend basic 12-hour English as a Second Language Workshop.(required)
2. Periodic inservice sessions for continuing training.(optional)

Time Commitment: Varies somewhat by program, generally

1. Minimum of 1½-2 hours per week tutoring time.
2. Preparation before each tutoring session.
3. Minimum total of 40 hours, 3 months, or 6 months.

Responsibilities:

1. Meet with student(s) at least once a week in a home, community location (e.g. library) or classroom site convenient to both you and your student(s).
2. Administer ESL student assessment to student(s) and place according to placement level checklist.
3. Prepare lessons to fit the student's goals and needs.
4. Keep a notebook of tutoring sessions and progress.
5. Notify supervisor if problems arise and/or when tutoring sessions terminate.
6. Provide oral and written reports as required by supervisor. Reports may include some or all or the following:
   a. Monthly tutoring and Progress Report
   b. Student Information Sheet
   c. Class attendance records.

Resources:

1. Placement person and program coordinator
2. Trainers
3. Minnesota Literacy Council office staff and newsletters (612-636-3499)
4. Laubach Literacy Action newsletters
5. Literacy Volunteers of America publications

VII. TEACHING LITERACY

1. Literacy Levels — Sample Text Levels — 10
2. Steps in Teaching Literacy — Teaching Illiterate Refugees
   a. The alphabet
   b. Sight-word recognition
   c. Phonics
   d. Reading Comprehension — Supplementary and Advanced Reading Techniques
3. Additional Literacy Activities

SESSION IV

VIII. LESSON PLANNING

1. Planning Lesson Content Areas — Tips for Tutors — 9,11,12,
   Student Record Folder — 15,B,F
   Sample Lesson Plan — Bibliography
   Follow-up Lesson Plan
   Lesson Plan Worksheets
2. Planning Lessons with Texts — Modulearn Lesson (12)
   Teaching with a Text
   Recommended ESL Texts

IX. WRAP-UP

Voluntary Literacy Organizations
Post Workshop Comments

ESL TUTOR WORKSHOP OVERVIEW

OUTLINE	TUTOR FOLDER	I SPEAK ENGLISH CHAPTERS/APPENDIX

SESSION I

I.	INTRODUCTION	Workshop Schedule	1,2,3,A
		ESL Tutor Description	
		Tutor Data Card	
		Monthly Tutoring Calendar	
		Tax Deductions for Volunteers	
		Hints for ESOL Tutors	
II.	CULTURAL COMPONENT		
	1. Immigration and Ethnic Considerations	Difference between First and Second Language Learning	13,14
	2. Cultural Sensitizing	Social/Cultural Customs	
	3. Theoretical focus	No One Spoke Hmong	
III.	ASSESSMENT AND EVALUATION		
	1. Assessment Levels and Tools	Language Progress Checklist	4,C,D,E,H
	2. Assessment Profiles	ESL Student Assessment	
		Cue Book 1	
		Assessment Profiles	
		ESL Student Worksheet (Used in each Session)	

SESSION II

IV.	YOUR STUDENT'S GOALS		
	1. Tutoring Options	Survival Area Vocabulary	5,6,8
	2. Student Goals		
	3. Content Areas		
	4. Teaching Aids: Survival Kit		
V.	TEACHING LISTENING/SPEAKING SKILLS		
	1. Gestures and Modeling	Techniques for Improving Language Proficiency	5,7,G
	2. Listening Comprehension		
	3. Speaking Techniques: repetition, substitution; response, backward build-up; dialogue		
	4. Advanced Techniques		

SESSION III

VI.	SOUND SYSTEM		
	1. Pronunciation Problem Area	List of Special Pronunciation Problems	9
	2. Identifying a Pronunciation Problem		
	3. Tackling the Problem	Minimal Pairs	
	4. Minimal Pairs	Sample Minimal Pairs Exercise	